



A Comprehensive English Language Development Program for Grades 6-12

# Champion of IDEAS and the Common Core State Standards

This correlation is designed to show how *Champion of IDEAS* Red, Blue, and Yellow levels provide the necessary rigor, activities, and curriculum to prepare English learners to meet the Common Core State Standards. This is a broad alignment for states whose ELD standards are currently in development. States using WIDA Prime ELD standards will find a Champion alignment to the WIDA standards here:  
<http://www.ballard-tighe.com/resources/alignments/Instructional.asp>

To learn more about *Champion of IDEAS*, visit: [www.championofideas.com](http://www.championofideas.com)

# CR-3-378-11

**From the Standards—Reading: Text complexity and the growth of comprehension**

*The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.*

College and Career Readiness Anchor Standards for Reading	Champion of IDEAS
<p>RI/RF.CRR.1-3</p> <p><b>Key Ideas and Details</b></p> <p>The CCSS call for students to:</p> <ol style="list-style-type: none"> <li>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ol>	<ul style="list-style-type: none"> <li>• In the <i>Champion</i> program students are equipped with reading strategies to guide them to unpack text and to increase comprehension. For each reading selection, students engage in pre-reading, during reading, and post-reading activities to clarify and infer meaning, and make connections from text to self, text to world, and text to text.</li> <li>• The variety of academic texts requires students to answer rigorous in-depth text-based questions promoting critical thinking and inquiry.</li> <li>• Tasks require students to organize, display, restate, and summarize details and ideas from the text.</li> <li>• Informational nonfiction text requires students to interpret data presented in charts, tables, or graphs.</li> <li>• Tasks guide students to recognize figurative language, idioms, analogies, and metaphors in literature and content-area texts.</li> <li>• Literature tasks include character study, and understanding personification and figures of speech.</li> </ul>

<p>RI/RF.CRR.4-6</p> <p><b>Craft and Structure</b></p> <p>The CCSS call for students to:</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>For each reading selection, the instructional routine employed in <i>Champion</i> encourages students to rigorously analyze and unpack the text in detail:</p> <ul style="list-style-type: none"> <li>• Connect with prior knowledge</li> <li>• Pre-reading strategies</li> <li>• Explicit vocabulary instruction (general all-purpose and content-area words and phrases)</li> <li>• Comprehension and critical-thinking questions (text-based and inference questions)</li> <li>• Identify author’s perspective and point of view</li> <li>• Connect text to self, text to text, and text to world</li> <li>• Focus on grammar and language</li> </ul>
<p>RI/RF.CRR.7-9</p> <p><b>Integration of Knowledge and Ideas</b></p> <p>The CCSS call for students to:</p> <p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<ul style="list-style-type: none"> <li>• The content and information in <i>Champion</i> is presented in many different formats. Students organize, display, and interpret data from visually and graphically supported material.</li> <li>• Tasks are included to critique information in regard to bias from various sources, including the Internet, using models or criteria provided.</li> <li>• In each chapter, several different texts are introduced, and some activities require students to analyze how information is presented through different formats.</li> </ul>
<p>RI/RF.CRR.10</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p>The CCSS call for students to:</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<ul style="list-style-type: none"> <li>• <i>Champion</i> readings include a good mix of informational texts and literature selections. As the proficiency level increases, students are exposed to a greater extent and complexity of content-based informational text.</li> <li>• <b>Sample readings include:</b> <i>Prose, Poetry, and Drama: Examining Genres; In My Opinion: Capitalism is the Best Economic System in the World; The Stock Market Crash of 1929 and the</i></li> </ul>

*Great Depression; Our Solar System and Beyond; Archeologists and Historians: Academic Detectives; Postwar America; Modern Literary Criticism; The Mass Media; An Experiment; Statistics, and Augusto's Tomatoes; The Advent of Computers.* For a complete list of reading titles and genres, see Appendix G of the *Champion Teachers*.

- The CCSS measures text complexity using three factors.

**Qualitative:** Text features in *Champion* are included to provide all types of readers and proficiency levels with access to the text. Students read each selection several times, with each reading focusing on a different aspect of the text—structure, vocabulary, language.

**Quantitative:** *Champion Reader* selections have a Lexile range from 250L to 1200L.

**Reader and task:** The teacher's guide includes suggestions on building background knowledge to tap and pique students' interest. Tasks are scaffolded and structured to lead students to unpack complex text.

- In general, each reading selection in *Champion* follows an instructional routine that gradually releases the amount of support to encourage independent reading (see routine in "Craft and Structure" section above).

## From the Standards—Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

College and Career Readiness Anchor Standards for Writing	Champion of IDEAS	
<p>W.CCR.1-3</p> <p><b>Text Types and Purposes</b></p> <p>The CCSS call for students to:</p> <ol style="list-style-type: none"> <li>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> </ol>	<p>In the <i>Champion</i> program, students are given writing assignments from diverse genres:</p> <ul style="list-style-type: none"> <li>• persuasive text and letters</li> <li>• counter-arguments</li> <li>• expository text</li> <li>• descriptive text</li> <li>• narrative text</li> <li>• autobiography</li> <li>• historical fiction</li> <li>• career development text such as job applications, resumes, cover letters, memorandums</li> <li>• reader’s theater</li> <li>• research report</li> <li>• brochure</li> <li>• editorials</li> <li>• blogs</li> <li>• scientific journals and logs</li> </ul>	<p>Guide   16</p> <h3 style="text-align: center;">Writing Genres</h3> <div style="border: 1px solid #0070C0; border-radius: 10px; padding: 10px; margin-bottom: 10px;"> <p><b>Narrative Writing</b> – Narrative writing tells a story. It has a beginning, middle, and end. It usually includes characters, setting, and a plot.</p> </div> <div style="border: 1px solid #0070C0; border-radius: 10px; padding: 10px; margin-bottom: 10px;"> <p><b>Descriptive Writing</b> – Descriptive writing vividly portrays a person, place, or thing in a way that helps the reader visualize the topic.</p> </div> <div style="border: 1px solid #0070C0; border-radius: 10px; padding: 10px; margin-bottom: 10px;"> <p><b>Expository Writing</b> – Expository writing informs, explains, clarifies, defines, or instructs.</p> </div> <div style="border: 1px solid #0070C0; border-radius: 10px; padding: 10px;"> <p><b>Persuasive Writing</b> – Persuasive writing tries to convince the reader of a stated opinion or belief.</p> </div>

## Production and Distribution of Writing

The CCSS call for students to:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## The Writing Process

1. Brainstorm.
2. Determine your purpose for writing.
3. Identify your audience.
4. Identify your organizational structure.
5. Gather information and organize ideas.

- Research materials
- Critique for bias
- Keep track of your sources
- Add your own ideas and make connections with the ideas in the research materials
- Arrange all the information in a logical order

### Check to be sure you:

- have a thesis (main idea)
- include supporting details (analogies, quotations, facts—primary and secondary sources)
- anticipate and address a counter-argument(s)

6. Write.

### Check to be sure you have:

- an introduction and conclusion
- complete sentences
- cohesive paragraphs with topic sentences
- effective transitions

7. Revise and Edit.

## Editing Checklist

### CHECK CAPITAL LETTERS

- Sentences should begin with a capital letter.
- Proper nouns should begin with a capital letter.  
Lisa is a student.  
My birthday is May 11.  
I live in Texas.

### CHECK PUNCTUATION

- Periods  
Statements should end with a period.
- Question Marks  
How did you learn to write so well?
- Exclamation Points  
I love writing!
- Commas  
Check your capital letters, punctuation, and spelling.  
She wants to write well, but she is afraid of making mistakes.
- Apostrophes  
Don't forget to read what you wrote. I'm checking my partner's paper.

### CHECK SPELLING

- Make sure all words are spelled <sup>correctly</sup> ~~korrekctly~~.
- Look up words in the dictionary if you are not sure how to spell them.

### CHECK WORD USAGE

- Did you use the same word several times? Use a thesaurus to find synonyms.
- Homophones and homographs can be tricky. Make sure you are using the <sup>right</sup> ~~wite~~ word!

- Students are instructed on the writing and editing process throughout the *Champion* program as shown in the Guides above.
- Writing assignments include clear and organized rubrics that students use to guide and assess their own writing. The rubrics address the following writing tasks: *persuasive essay, presentation, expository essay, evaluative report, research project report, and interview article.*

Sample rubric (see Yellow Level Guides for complete rubrics):

Guide 3 Writing Directions and Rubric Checklist: Persuasive Essay

Directions: Choose one of the three writing prompts your teacher gave you. You are going to use this as the basis of a formal, persuasive essay that demonstrates control of complex sentence constructions and use of new vocabulary you have learned. Your persuasive essay also should include synonyms, effective transitions, a topic sentence for each paragraph, and supporting details and examples. Because this is a formal essay, you will need to use the appropriate tone and voice for the audience and subject matter. Pay particular attention to word choice, organization, point of view, fluency, strength of ideas, and transitions. Use the rubric below as a checklist to help you complete this assignment. The rubric will be used to evaluate your final work.

Standard	Exceptional	Average	Below Average
<b>Content</b>	<ul style="list-style-type: none"> <li>• Writing is clear, coherent, and focused</li> <li>• Demonstrates control of complex sentence construction, including effective transitions</li> <li>• Features appropriate tone and voice for audience, purpose, and subject matter</li> <li>• Each paragraph includes a topic sentence and supporting details/examples</li> <li>• Includes a strong conclusion</li> <li>• Reflects clear progression through the stages of the writing process</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is comprehensible</li> <li>• Demonstrates an awareness of audience and purpose</li> <li>• Reflects a clear progression through most of the stages of the writing process</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is unfocused and difficult to follow</li> <li>• Does not show evidence of progression through the stages of the writing process</li> </ul>
<b>Organization</b>	<p>Writing features <b>all</b> of the following:</p> <ul style="list-style-type: none"> <li>• A clear and consistent point of view in support of a position</li> <li>• A description of the points in support of the position as well as thoughtful and appropriate supporting evidence (e.g., details and examples)</li> <li>• An organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas</li> <li>• Use of writing strategies (e.g., note taking, outlining, and summarizing) that aid in structuring the essay</li> <li>• All statements are supported (e.g., by anecdotes, descriptions, facts and statistics, and/or specific examples)</li> </ul>	<p>Writing features <b>at least three</b> of the following:</p> <ul style="list-style-type: none"> <li>• A point of view in support of a position</li> <li>• A description of several points in support of a position and some supporting evidence</li> <li>• An organizational structure that includes a beginning, middle, and end; features some transitions</li> <li>• Use of writing strategies (e.g., note taking, outlining, and summarizing) to aid in structuring the essay</li> <li>• Some statements are supported (e.g., by anecdotes, descriptions, facts and statistics, and/or specific examples)</li> </ul>	<p>Writing features <b>two or fewer</b> of the following:</p> <ul style="list-style-type: none"> <li>• A point of view in support of a position</li> <li>• A description of several points in support of a position and some supporting evidence</li> <li>• An organizational structure that includes a beginning, middle, and end; features some transitions</li> <li>• Use of writing strategies (e.g., note taking, outlining, and summarizing) to aid in structuring the essay</li> <li>• Some statements are supported (e.g., by anecdotes, descriptions, facts and statistics, and/or specific examples)</li> </ul>

(continued)

- Students use technology to enhance and support their writing assignments in a variety of ways—creating presentations, using technology such as e-mail, blogs, PowerPoint, visuals, cartoons, and charts and graphs.

**Research to Build and Present Knowledge**

The CCSS call for students to:

- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

There are several research-based writing projects in the program. Students are provided with clear objectives and a research writing rubric to help them assess and guide their work.

**Sample of Research Rubric:**

Guide 33

**Rubric: Research Project Report**

Standard	Exoeptional	Average	Below Average
<b>Writing Strategies</b>	<ul style="list-style-type: none"> <li>• Research project report is clear, coherent, and focused</li> <li>• Exhibits a keen awareness of audience and purpose; contains a formal introduction, supporting evidence, and a strong conclusion</li> <li>• Reflects clear progression through all stages of the writing process</li> </ul>	<ul style="list-style-type: none"> <li>• Research project report is clear and focused; exhibits an awareness of audience and purpose</li> <li>• Contains a formal introduction, some supporting evidence, and a conclusion</li> <li>• Reflects clear progression through most of the stages of the writing process</li> </ul>	<ul style="list-style-type: none"> <li>• Research project report is unfocused and difficult to follow</li> <li>• Writing does not reflect clear progression through the stages of the writing process</li> </ul>
<b>Organization</b>	<p>Report features the following:</p> <ul style="list-style-type: none"> <li>• A clearly established purpose and point of view</li> <li>• Evidence of questions that have been framed to direct the inquiry</li> <li>• Focus on important ideas that are developed with facts, details, examples, or explanations</li> <li>• Details and transitional expressions that link one paragraph to another in a clear line of thought</li> <li>• A concluding paragraph that summarizes important ideas and details</li> </ul>	<p>Report features <u>at least three</u> of the following:</p> <ul style="list-style-type: none"> <li>• A clearly established purpose and point of view</li> <li>• Evidence of questions that have been framed to direct the inquiry</li> <li>• Focus on important ideas that are developed with facts, details, examples, or explanations</li> <li>• Details and transitional expressions that link one paragraph to another in a clear line of thought</li> <li>• A concluding paragraph that summarizes important ideas and details</li> </ul>	<p>Report features <u>two or fewer</u> of the following:</p> <ul style="list-style-type: none"> <li>• A clearly established purpose and point of view</li> <li>• Evidence of questions that have been framed to direct the inquiry</li> <li>• Focus on important ideas that are developed with facts, details, examples, or explanations</li> <li>• Details and transitional expressions that link one paragraph to another in a clear line of thought</li> <li>• A concluding paragraph that summarizes important ideas and details</li> </ul>

(continued)



W.CCR.10

**Range of Writing**


The CCSS call for students to:

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Every lesson in *Champion* includes a writing task that ranges from short paragraphs in response to question prompts or based on classroom discussions to more extended research projects individually, in pairs, or in small groups. Students have many opportunities to write extensively in the program.

## From the Standards—Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

College and Career Readiness Anchor Standards for Speaking and Listening	Champion of IDEAS
<p>SL.CCR.1-3</p> <p><b>Comprehension and Collaboration</b></p> <p>The CCSS call for students to:</p> <ol style="list-style-type: none"> <li>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</li> <li>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</li> </ol>	<p><b>Guide 7</b></p> <h2 style="text-align: center;">Making an Oral Presentation</h2> <p><b>PREPARATION</b></p> <p><b>Step 1:</b> Identify your topic. Your teacher will assign a topic or tell you to choose one.</p> <p><b>Step 2:</b> Organize your ideas. Your presentation should have a beginning, middle, and an end.</p> <p><b>Step 3:</b> Plan your introduction. Make it interesting! You want to get the attention of your audience right away. Also tell the audience what you are going to talk about.</p> <p><b>Step 4:</b> Determine your main points. Write your main points on index cards and number them.</p> <p><b>Step 5:</b> Plan your conclusion. Review the main idea of your presentation and make it clear that your presentation is over.</p> <p><b>Step 6:</b> Create your visual aids. Presentations are more interesting when you include visuals such as photographs, maps, or charts.</p> <p><b>DELIVERY</b></p> <ul style="list-style-type: none"> <li>✓ Look directly at your audience. Eye contact is important.</li> <li>✓ Stand up straight.</li> <li>✓ Speak slowly and clearly.</li> <li>✓ Smile! 😊</li> <li>✓ Vary the tone of your voice.</li> <li>✓ Stay on topic. Do not introduce other topics.</li> <li>✓ Talk to your audience—do not read to them!</li> <li>✓ Use hand gestures if appropriate.</li> <li>✓ Involve your audience. Ask questions.</li> <li>✓ Relax! When you are relaxed, your audience will be relaxed.</li> </ul> <div style="text-align: right;">  </div> <ul style="list-style-type: none"> <li>• A strong emphasis of the <i>Champion</i> program is on developing oral language fluency through academic discussions in small and large group settings. The reading selections include prompts and structured formats to guide collaboration and rich discussion and analysis of real-world topics.</li> <li>• Sentence frames and other scaffolds help students develop fluency and automaticity of language and oral output.</li> <li>• Narratives, autobiographies, advertisements, cartoons, interviews, editorials, legends and tall tales, newspaper articles, science journals, radio broadcast, informational text with charts and graphs, read-alouds, lectures, and so forth provide students with diverse genres of literature and comprehensible input.</li> </ul>

## Presentation of Knowledge and Ideas

The CCSS call for students to:

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- Tasks in *Champion* require students to communicate orally for various audiences and purposes such as to inform, persuade, entertain, present, and argue.
- Students have many opportunities to use multimedia (e.g., Internet, CD-ROM, software), illustrations, analogies, and visual aids in their oral presentations.
- Activities to develop effective use of English in a variety of contexts and comprehensible output include role-play, reader's theaters, debates, speeches, songs, poems, and so forth. The rubric below provides students with clear expectations for oral presentations, and the teacher with a way to motivate students to do their best work.

**Sample rubric for oral presentation (see Yellow Level Guide 4 for the complete rubric):**

### Guide 4

## Writing Directions and Rubric Checklist: Presentation

**Directions:** You will work with a group of students to present information about the page(s) of text assigned to you from the "Origins of Democracy—Part 1" article following the directions below:

- Your group will have about five minutes to present your information.
- Every member of your group must participate in some way in the presentation.
- Your group must decide how to present the information—in a scene, a role play, a group discussion or debate, a poem, a song, a speech, or in some other way.
- You may use visuals, sounds, props, and other aids to make your presentation interesting.
- You must create two comprehension questions and one critical thinking question to ask the audience.
- At the conclusion of your presentation, your group must turn in a summary paragraph that describes the information on your assigned page(s). It may also include any notes on the topic covered on the page(s) that you learned about from other sources (including your teacher's comments and class discussion).
- Use the rubric below as a checklist to help you organize your group's presentation. The rubric will be used to evaluate your group's presentation.

Standard	Exceptional	Average	Below Average
<b>Content</b> Student teams will summarize key information about the page(s) of assigned text.	<ul style="list-style-type: none"> <li>• Presentation demonstrates a clear, thoughtful, and accurate understanding of the information related to the assigned topic in five minutes</li> <li>• Presentation engages the audience, keeps their attention, and checks their comprehension by asking at least two comprehension questions and one critical thinking question</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation demonstrates an accurate understanding of the information related to the assigned topic in more/less than five minutes</li> <li>• Presentation involves the audience and checks their understanding by asking at least one comprehension question and one critical thinking question</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation does not demonstrate an accurate and/or clear understanding of the information related to the assigned topic</li> <li>• Presentation does not involve the audience and the questions ask simple recall of information</li> <li>• Presentation is much shorter/longer than five minutes</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Presentation is organized in a meaningful way and has a powerful beginning, middle, and ending</li> <li>• The topic and main ideas are stated clearly in the introduction; transitions skillfully connect one idea to the next, leading to an excellent conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation is generally organized and has a beginning, middle, and ending</li> <li>• The topic is stated in the introduction; transitions generally connect one idea to the next; there is a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation is disorganized and does not have a clear beginning, middle, and ending</li> <li>• Transitions do not connect one idea to the next</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Students are encouraged and guided to demonstrate proper pronunciation, rhythm, stress, and intonation of English in their oral discussions and presentations. The <i>Champion</i> teacher's guide provides explicit and immediate corrective feedback on speech and oral fluency and accuracy.</li></ul> |
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## From the Standards—Language: Conventions, effective use, and vocabulary

The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

College and Career Readiness Anchor Standards for Language	Champion of IDEAS																					
<p>L.CCR.1-2</p> <p><b>Conventions of Standard English</b></p> <p>The CCSS call for students to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ol>	<p><i>Champion</i> explicitly teaches grammar forms within the functions of language (describing, restating, expressing differences, connecting ideas, and so forth).</p> <p><b>Grammatical forms include (but are not limited to):</b></p> <ul style="list-style-type: none"> <li>• Nouns (singular and plural, irregular plurals, collective nouns, articles, countable/uncountable nouns, possessive nouns, derivational nouns, content area abstract nouns, figurative language)</li> <li>• Pronouns (subject, object, possessive, reflexive, demonstrative, relative, reciprocal pronouns)</li> <li>• Verbs (present and past, irregular past, present progressive, future, imperatives, modal auxiliaries, present and past perfect, phrasal verbs, conditional)</li> <li>• Prepositions (of location, direction, time; specialized prepositions)</li> <li>• Conjunctions</li> <li>• Adjectives (comparatives &amp; superlatives, descriptive, synonyms &amp; antonyms, placement of adjectives)</li> <li>• Adverbs (with –ly, adverbs of time and frequency)</li> </ul> <div style="text-align: right;"> <p>Guide 16</p> <h3>Modals</h3> <table border="1"> <thead> <tr> <th>Modal</th> <th>Meaning</th> <th>Example</th> </tr> </thead> <tbody> <tr> <td>could</td> <td> <ul style="list-style-type: none"> <li>• to express present possibility</li> <li>• to express an ability in the past</li> <li>• to express past possibility</li> <li>• to express future possibility</li> <li>• to express a possibility based on certain conditions</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• I could bake a cake.</li> <li>• I could run for hours when I was a child.</li> <li>• She could have been the girl who won the race.</li> <li>• He could get a scholarship for his science fair project.</li> <li>• If I trained harder, I could run a marathon.</li> </ul> </td> </tr> <tr> <td>would</td> <td> <ul 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<p>L.CCR.3</p> <p><b>Knowledge of Language</b></p> <p>The CCSS call for students to:</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>In <i>Champion</i>, students learn to use the grammatical structures they learn to perform a variety of actions and tasks such as asking and answering questions, expressing opinions, restating, comparing and contrasting, connecting ideas, and so forth. There are many varied opportunities in the program for students to use language in authentic and functional contexts to develop accuracy and fluency. For a full list of the language functions covered, see Appendix F of the <i>Champion Teachers</i>. Appendices are located online at <a href="http://www.BT-HelpDesk.com">www.BT-HelpDesk.com</a>.</p>																																																															
<p>L.CCR.4-6</p> <p><b>Vocabulary Acquisition and Use</b></p> <p>The CCSS call for students to:</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>• Studies receive instruction on word parts, prefixes and suffixes, homophones and homographs, Latin root words, as well as strategies on analyzing and using context clues to understand unknown words. Guides located on the CD-ROM provide teachers with reference tools to explain concepts and for students to study them.</li> <li>• Inter-disciplinary reading selections in <i>Champion</i> include explicit vocabulary instruction of general academic and domain-specific words/phrases with multiple opportunities to demonstrate word usage and understanding through oral and writing tasks.</li> <li>• Academic and domain-specific vocabulary covers a broad range of content-based topics including history, literature, communications, mathematics, science, and technology. Through rigorous academic language development, students will have access to core content and vocabulary.</li> </ul> <div data-bbox="1373 483 1955 1247" style="border: 1px solid black; padding: 10px;"> <p style="text-align: right;">Guide   13</p> <h3 style="text-align: center; color: #0056b3;">Common Prefixes</h3> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; color: #c00000;">Prefix</th> <th style="text-align: center; color: #c00000;">Meaning</th> <th style="text-align: center; color: #c00000;">Example</th> </tr> </thead> <tbody> <tr><td>a-</td><td>not</td><td>apart, atypical</td></tr> <tr><td>anti-</td><td>against</td><td>antisocial</td></tr> <tr><td>auto-</td><td>self-acting</td><td>automobile</td></tr> <tr><td>co-, con-, cor-</td><td>together</td><td>copilot, converge, correlation</td></tr> <tr><td>de-, dis-</td><td>to do the opposite</td><td>defrost, disappear</td></tr> <tr><td>dys-</td><td>to be the opposite</td><td>dysfunctional</td></tr> <tr><td>epi-</td><td>upon</td><td>epicenter</td></tr> <tr><td>il-, im-, in-, ir-</td><td>not</td><td>illegal, impossible, invisible, irresponsible</td></tr> <tr><td>inter-</td><td>between; among</td><td>international</td></tr> <tr><td>mis-</td><td>wrong or badly</td><td>misshape</td></tr> <tr><td>mono-</td><td>one</td><td>monolingual</td></tr> <tr><td>non-</td><td>not</td><td>nonsense</td></tr> <tr><td>over-</td><td>above</td><td>overcharge</td></tr> <tr><td>pre-</td><td>before</td><td>preview</td></tr> <tr><td>pro-</td><td>forward; in favor of</td><td>proclaim</td></tr> <tr><td>semi-</td><td>half; partly</td><td>semicircle, semiconscious</td></tr> <tr><td>sub-</td><td>under</td><td>submarine</td></tr> <tr><td>super-</td><td>more than</td><td>supersonic</td></tr> <tr><td>trans-</td><td>over or across</td><td>transatlantic</td></tr> <tr><td>un-</td><td>not</td><td>unprepared</td></tr> </tbody> </table> </div>	Prefix	Meaning	Example	a-	not	apart, atypical	anti-	against	antisocial	auto-	self-acting	automobile	co-, con-, cor-	together	copilot, converge, correlation	de-, dis-	to do the opposite	defrost, disappear	dys-	to be the opposite	dysfunctional	epi-	upon	epicenter	il-, im-, in-, ir-	not	illegal, impossible, invisible, irresponsible	inter-	between; among	international	mis-	wrong or badly	misshape	mono-	one	monolingual	non-	not	nonsense	over-	above	overcharge	pre-	before	preview	pro-	forward; in favor of	proclaim	semi-	half; partly	semicircle, semiconscious	sub-	under	submarine	super-	more than	supersonic	trans-	over or across	transatlantic	un-	not	unprepared
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- Vocabulary lists with words that can be cut and pasted into a vocabulary notebook are a helpful tool for teachers to use when teaching the chapter's vocabulary.

### Chapter 21, Lesson 1 Vocabulary Sheet

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Nouns	Verbs	Adjectives	Adverbs
<p>1</p> account archaeologist archaeology bias bone code	<p>2</p> puzzle record religion restoration site skull society sonar	<p>3</p> to assemble to clarify to consider to crack to detect to discover to evaluate to gasp to study to uncover to yearn	brightly especially particularly reliably
<p>2</p> conclusion detective discovery document evidence fossil	<p>3</p> source study technique technology tomb treasure tyranny	<p>1</p> accidental aerial archaeological computerized critical detailed distant firsthand immediate	
<p>4</p> founder future glimpse hieroglyph historian hoax human information		<p>2</p> infrared open-minded prehistoric primary recent secondary valuable written	
<p>1</p> interpretation investigation monument past pattern politics present			

Unit 6: Linking the Past, Present, and Future ▶ Chapter 21: Puzzles of the Distant Past

### Idiomatic Language

Johanna and Martin got engaged. They are getting married next month!

Wow, that's big!

I found a twenty dollar bill on the sidewalk. What should I do?

It's yours now. Finders, keepers!

Did you hear that scientists found more bones in Africa?

Yes, those are the oldest human bones found to date.

Jack got a new guitar. Have you used it?

No, Jack won't let me. He treats that guitar with kid gloves.

Did you hear that the math test was cancelled?

Yes, the news spread like wildfire!

#### Sample list of figurative language covered:

a picture is worth a thousand words, as cold as ice, as mad as a wet hen, as white as a ghost, blue collar/white collar, boiling point, give their life for, in memory of, like a fish out of water, majority rules, pink collar, set the stage

#### Sample list of academic vocabulary covered:

**Nouns:** administration, advent, advocacy, aim, alignment, alliance, ally, anaphora, antithesis, arena, article, aspect,

	<p>assembly, attempt, authority, commentary, commitment, comparison, complexity, confederation, contempt, demeanor, dissemination, doctrine, duplication, entity, epic, extermination, impact, impatience, insistence, intention, intertextuality, lens, lineage, momentum, motif, nobility, oligarchy, oration, preference, principle, privilege, propaganda, proximity, reflection, reform, satire, separation, stalemate, statement, strain, subsidiary, transformation, transmission, tyrant, virtue, witness</p> <p><b>Verbs:</b> to advocate, to affirm, to alter, to amend, to arise, to assure, to authorize, to bombard, to broadcast, to commemorate, to condemn, to dedicate, to define, to delve, to democratize, to derive, to embrace, to emerge, to emigrate, to encompass, to endow, to endure, to escalate, to facilitate, to generate, to institute, to intend, to laud, to merge, to negotiate, to oblige, to originate, to override, to overshadow, to overthrow, to overturn, to perfect, to pledge, to portray, to pour, to project, to promote, to punish, to ratify, to revere, to secure, to speculate, to testify, to threaten, to trace, to triumph, to upgrade, to uphold, to vary, to vie, to weave</p>
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